



## *Educating Exemplar Educators*

Faculty of Education Strategic Plan, 2018-2023

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## Executive Summary

For more than 50 years, The Brock University Faculty of Education has provided exceptional teacher education and built pedagogical capacity for Ontario's teachers, principals and leaders. We have a strong reputation for research and scholarship, academically sound and innovative programs, and impact on our communities

As we look to the future, a new Strategic Plan for 2018 to 2023 maps ambitious, bold objectives that set the stage for the FOE's evolution over the next ten to fifteen years.

The Strategic Plan builds on our experience, leverages our strengths in teaching and research, and challenges us to become more engaged with our Aboriginal and community partners.

We have identified *Educating Exemplar Educators* as the theme and driving force behind our Strategic Plan.

The strategic plan is organized around five priorities that will guide our decision-making and resource allocation over the next five years:

- 1) Putting Students First
- 2) Committing to diversity, inclusion and indigenization
- 3) Engaging in Research, Scholarship, Innovation and Knowledge Uptake
- 4) Supporting Outreach, Engagement and Partnership
- 5) Renewing and Sustaining the Faculty

We have identified 34 action items that emerge from these five priorities.

These priorities challenge us to consider how we use available resources while strengthen us as a Faculty.

We are committed to measuring our progress and exceeding expectations through this process. While achieving some priorities may extend beyond the cycle of the Strategic Plan, we will report back to our stakeholders - students, alumni, partners, staff and faculty - on what we have accomplished.

Acknowledging that strategic plans are not created to sit on shelves gathering dust, our plan will continue to evolve and adapt over time as we learn from the implementation process and as the political, fiscal and academic landscape changes.

## Introduction

The Brock University Faculty of Education has identified *Educating Exemplar Educators* as the theme and driving force behind our Strategic Plan 2018-2023.

The Faculty of Education (FOE) has more than 50 years of experience in providing high-quality teacher education and building pedagogical capacity for Ontario's educators. Our undergraduate and graduate students have become outstanding classroom teachers, principals, directors of education and system wide managers, and university and college professors, learning strategists, corporate trainers, adult educators and integral people in non-governmental organizations and social service agencies. While the primary location for our graduates is Ontario, our alumni have taught and led organizations in every province and territory in Canada and, increasingly, in countries around the world.

The Faculty's mission is to meet the challenges of education and society in the 21<sup>st</sup> century by shaping the next generation of teachers and leaders. We do this through leading-edge, globally recognized research and by supporting knowledge dissemination and knowledge uptake.

Our researchers have a real-world impact on the daily lives of children, youth and adults in Ontario, Canada and around the globe. Our faculty members and graduate students address issues and concerns confronting educators in the classroom through research that meets international standards of peer review. Their work examines and informs provincial, national and international teaching and learning priorities.

Engaging in research and community initiatives that expand our knowledge of how individuals learn, how teaching practices and learning outcome compare internationally, and how to effectively employ technologies to support learning across the life span ensures that the Faculty of Education remains relevant to our students and to those they will educate in the future.

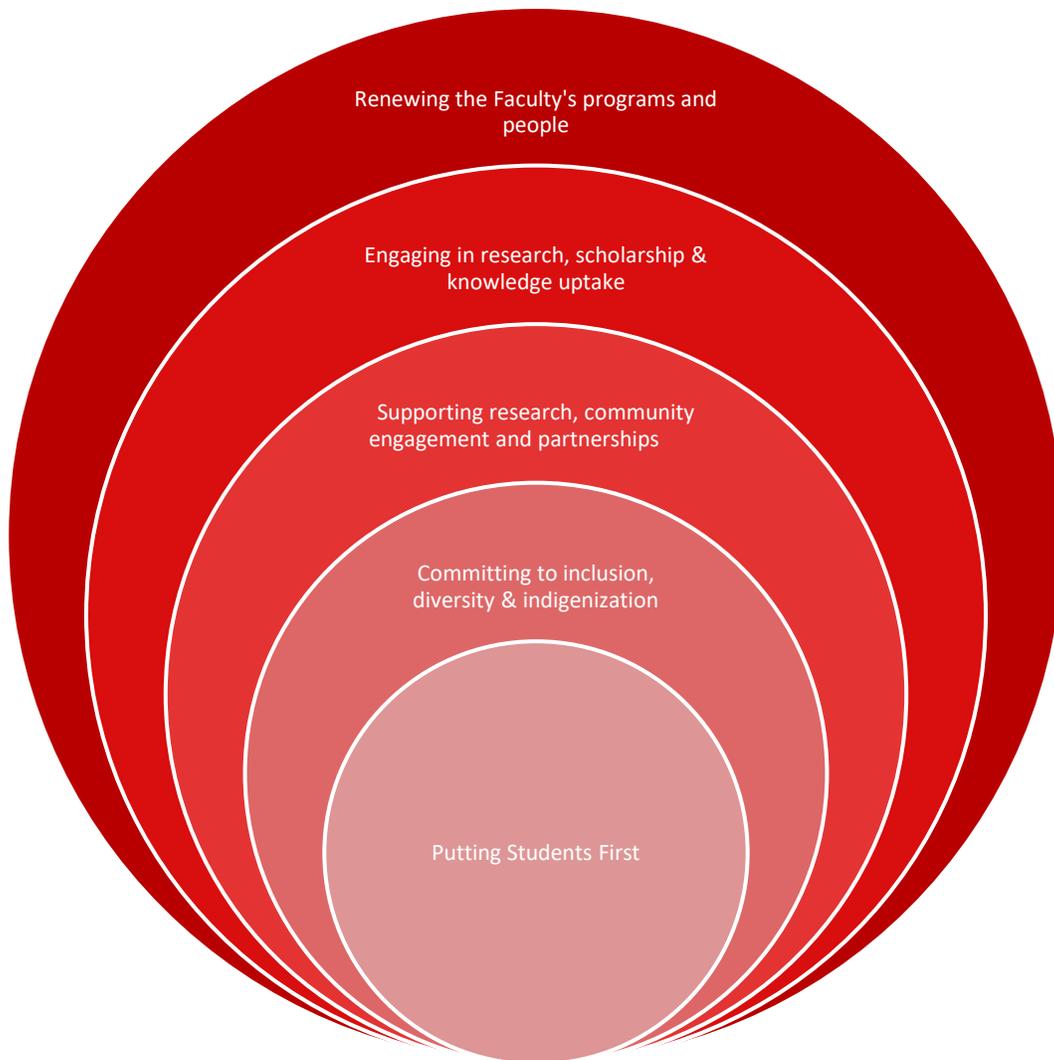
Our faculty and graduate students look ahead to future pedagogies by exploring burgeoning areas of design, learning, and innovation such as Augmented Reality, the impact of communicating and learning through digital worlds, and social activism and civic engagement.

The Faculty of Education is conscious of our individual and collective responsibilities to Aboriginal communities and to the recent immigrants and refugees who continue to make Canada their home. We are committed to social justice and equity; the mental health and wellness of our students, faculty and staff; diversity amongst our faculty and staff and, particularly, amongst our student cohorts; and to co-creating Aboriginal-led and Aboriginal community informed programming for Aboriginal and settler communities. This commitment will ensure that our teacher education, early childhood education, adult education, Indigenous studies, and continuing professional education programs are relevant, responsive, and respectful of all students, faculty and staff members, and community partners.

# Mapping the FOE's future

The Strategic Plan is organized around five priorities:

- 1) Putting Students First
- 2) Committing to diversity, inclusion and indigenization
- 3) Engaging in Research, Scholarship, and Innovation & Knowledge Uptake
- 4) Supporting Outreach, Engagement and Partnership
- 5) Renewing and Sustaining the Faculty



Each of the Plan's five priorities reflect the values of the Faculty as articulated in our previous Strategic Plan (2012-2013).

These priorities will enable the FOE to refresh our existing programs and rethink new program directions that are responsive to stakeholders (students, school boards, indigenous communities, etc.).

These priorities also reflect the primary purposes of our Faculty. Since 1965, the Faculty of Education has been and continues to be committed to the education and professional development of educational leaders for schools, colleges, universities and for profit and not-for-profit organizations around the globe. Through our educational programs, the Faculty is engaged in supporting the social, cultural and economic as well as intellectual development of Ontario and Canada.

*Educating Exemplar Educators* is an action plan. It highlights bold, achievable objectives, setting the stage for the FOE's evolution over the next ten to fifteen years. These actions and the timelines associated with them are described in Appendix 1.

If implemented, these actions will shape the Faculty of Education for the next decade, ensuring our programs are relevant to our students, communities, and partners, as well as to the needs of Ontario and Canada.

## Priority 1: Putting Students First

### Focus on 21<sup>st</sup> century learning and the increased use of educational technologies

The students who enter our concurrent education program in September 2018 will graduate in 2024. Many will have a career that extends to 2060 and beyond.

These "digital natives" already challenge our approaches to teaching and expect a learning environment that reflects 21<sup>st</sup> century competencies - individualization, collaborative, data-informed, technology-infused but not technology determined. These students demand more from us as educators and will continue to transform our practices over the next decade in ways that we only can image.

We need to be ready to change, we need to embrace change, and we need to lead the change.

The FOE has been a leader in pedagogical innovation. Innovation in the delivery of our programs includes Brock's first online degree, blended learning in our graduate programs, and ever-greater effort to integrate technology aimed at student learning in our teacher education programs. As Brock's Faculty of Education, we must continue to assess research on new pedagogies, design, and ways in which deep learning and artificial/augmented intelligence (AI Ed) can enhance our teaching practices, the management of student information and advising practices, and student learning. Dedicated to teaching to new epistemologies and digital practices, our Faculty is committed to more online learning across our undergraduate, graduate, aboriginal studies and teacher education programs.

By 2020, the FOE will be a leader in pedagogical innovation at Brock University by:

- Engaging in systematic analysis of how our students learn and the ways in which technologies influence, shape, enhance or detract from the learning processes

- Engaging with Ontario ministries, school board partners and industry collaborators to introduce our faculty members and our students to leading edge educational tools while critically assessing their efficacy in educational settings
- Expanding our online, blended and technology mediated approaches to student learning in ways that respond to students' demands for learning opportunities anywhere and anytime
- Expanding our pathways to degrees through increased college-to-university degree programs, introduction of undergraduate and graduate diplomas, new undergraduate majors and M.Ed. streams (e.g., Teacher Education), and an Ed.D.
- Collaborating with the Centre for Pedagogical Innovation (CPI) to provide systematic and high quality professional development opportunities for faculty members and teaching assistants to become fluent in a wide range of pedagogical techniques and with low and high-tech teaching tools
- Creating innovative experiential learning opportunities across our programs that go well beyond in-school practicums, alternate practicums, co-ops and internships.

By "putting students first," the FOE will maintain a delicate balance between the "new" and the "old". Our existing programs, as they undergo periodic review, will be assessed on how well they meet student need and market directions. Proposals for new programs will be assessed on how they meet international standards for academic excellence and on how well they educate and prepare our students for careers upon graduation and across their lifespan.

"Putting students first" also means that, as a FOE, we need to be aware of the many forces that influence and have an impact on their lives: financial, emotional, social and familial, and mental health. Through our academic advising group and our program committees we will continue to examine how well our students persist in their studies and mitigate the factors that undermine their academic and professional success.

As we have done through our Aboriginal teacher education and our adult education programs, the FOE will look beyond the "101" student cohort and seek ways to support adult learners - those who enter our programs to earn their first degree, as graduate students seeking to advance in their careers, and those who wish to engage in professional learning in response to changes in the workforce. To accomplish these ends, the FOE will:

- Increase our attention to the "new majority", adult learners, by rethinking and reshaping our undergraduate and graduate programs to accommodate students at different periods in their lives and careers
- Reshape our pedagogical approaches to be more responsive to adult learners, who will be technologically savvy and, from some communities, will be "first generation" post-secondary learners
- Introduce program "ladders" from certificates to diplomas to degrees, allowing students to "opt in" or "opt out", depending on their life and career circumstances

*Putting Students First* requires the Faculty and the University to finalize our commitment to a presence in the Hamilton region. This presence includes our Teacher Education campus on King Street, Hamilton, as well as other sites at which we teach graduate programs. Our primary focus is to ensure that the Hamilton campus is safe for our students, staff and faculty; is inviting and in good repair; and is designed to support the delivery of our programs.

## Increase student voice

The student experience is central to the Brock vision and the FOE will implement ways to integrate more effectively our students in the day-to-day life of the Faculty.

We need to do more to ensure that the student voice is heard in our day-to-day program implementation, in program planning and development, and in Faculty-governance. Together, these initiatives will increase our responsiveness to current and prospective students, as well as alumni.

Amongst the initiatives that we will take are:

- End-of-year administrative surveys of students in all our programs to monitor and reflect on the ways that students experience our programs and to do mid-cycle modifications to programs in response to the student experience
- Invite students to participate in FOE governance and advisory committees
- Introduce an alumni engagement program, recognizing that alumni have significant insights into the quality and effectiveness of our programs for their careers and are also important “markets” as future students (2<sup>nd</sup> degrees, graduate programs, professional diplomas and certificates)

## Focus on mental health and wellness

The Faculty of Education is a leader in the delivery of programs that are responsive to the mental health needs of our students and the future students that they will teach.

The Faculty incorporates mental health and wellness content into our undergraduate, graduate and professional programs and, through teacher candidate-focused co-curricular initiatives, emphasizes the importance of student well-being. As the prevalence of mental health challenges grow, the FOE and the university will need to invest more in supporting the mental health and well-being of our students through enhanced programming.

## Integrating International Students

International students and those with an international background (first generation, refugee, and immigrant students) will become a larger component of our student population.

While focused on student success and competencies, the FOE needs to ensure that our students of international origins are fully integrated into the day-to-day life of the Faculty and the domestic student population. To be more inclusive may mean that the FOE needs to schedule courses that are convenient for all student populations, actively host events that bring our different student cohorts together and work systematically to overcome conscious and unconscious biases within our university community.

We may also wish to reconsider our definition of international students. Brock, as with many other Ontario universities, attracts students who are First Generation Canadians, who are themselves or whose families are immigrants and refugees to Canada. The FOE needs to examine how we support these students’ learning needs and career aspirations.

## Experiential Education

The FOE is committed to ensuring that our students explore opportunities beyond the formal classroom and practicum experiences. Through our existing B.Ed. development program and our new experiential education initiative, the FOE will create new opportunities for students to become educational entrepreneurs, learn about alternative teaching and educational leadership opportunities in industry and not-for-profit and government agencies, and engage in international learning, entrepreneurial and development projects. Together, our existing and emerging initiatives will help build our students' 21<sup>st</sup> century competencies and skills, leadership, and innovation capabilities.

### Action Items Associated with “Putting Students First”

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Study how our students learn and how educational technologies influence, shape, enhance or detract from the learning processes

Increase by 50% online and blended courses and consider additional fully online programs

Develop partnerships with three Aboriginal postsecondary institutes by 2021

Increase by 100% the number of 105 and international students across all undergraduate and graduate programs

Develop three (3) degree “ladders” (certificate to diploma to degree) or pathways for undergraduate and graduate by 2021-22

Conduct and publish an annual Faculty-wide student survey

Develop and implement a mandatory aboriginal education course for all FOE undergraduate and B.Ed. students by 2020

Develop and implement mandatory mental health workshop for all students

Fully integrated international programs

Create three international mobility programs in collaboration with international institutions (universities, institutes, colleges, school districts)

Create, implement and report on uptake of systematic experiential education opportunities for all undergraduate, B.Ed. and graduate students

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# Priority 2: Diversity, Inclusion and Indigenization

## Inclusion and Diversity

As a Faculty that is deeply committed to social justice and diversity.

We are dedicated to actively recruiting new faculty members who represent the broader Canadian community. As new positions are approved, the Faculty will identify how to seek out qualified candidates who will allow our Faculty to be an exemplar for other Faculties and Faculties of Education.

Specifically, we will undertake a volunteer, self-identification and anonymous survey of our instructional staff (tenured and tenure track, LTA, ILTA, and part-time faculty) to create a baseline on diversity. As new positions are approved, the Faculty may request permission to seek candidates from selected designated groups as a way of contributing to our diversity while meeting program and student needs.

*“Hire new faculty members with more diverse backgrounds and who have had more diverse experiences/Program flexibility with respect to timelines to completion/Reduce barriers to admission into our programs for more diverse applicants/Include issues of diversity in all our classes.”*

(Survey response from faculty member, April 2018)

In addition, as the populations served by our graduates become more culturally, economically and socially diverse, the FOE will undertake a research initiative to understand whether our students represent these diverse communities. In part, the FOE wants to ensure that our programs provide quality career opportunities for our teacher candidates as school districts undertake their own demographic studies (administrators, staff, teachers and students).

Moreover, program committees will be encouraged to ensure that our curriculum engages our students and that instructors are aware of best practices to support all students and to be aware of unconscious biases.

### Action Items Associated with “Inclusion and Diversity”

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- 1 Review and assess the FOE’s inclusion and diversity plan with the aim to reconsider our recruitment and selection of teacher candidates to reflect the **ethnocultural diversity of students in K-12 schools**
  - 2 Review and assess the FOE’s inclusion and diversity plan with the aim to ensure an open and inclusive approach to the attraction and retention of faculty and staff members
  - 3 Review the FOE’s current approach to fully integrating international students and recommend appropriate actions to support international students’ integration as part of the FOE community
  - 4 Increase by 100% the number of 105 and international students across all undergraduate and graduate programs
  - 5 Develop and implement three (3) degree “ladders” (certificate to diploma to degree) for undergraduate and graduate, including non-traditional (105), students
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# Indigenization<sup>1</sup>

*... mainstream Canadians see the dysfunction of Aboriginal communities but they have no idea how that happened, what caused it, or how government contributed to that reality through residential schools and the policies and laws in place during their existence. Our education system, through omission or commission, has failed to do that and misunderstanding, ignorance, and racism has resulted, on the one hand, and shame, humiliation, a lack of self-respect and anger have occurred, on the other.*

*The educational systems of this country bear a large share of the responsibility for the current state of affairs. But it can fix what it has broken.*

*What our education systems need to do is this: they must commit to teach Aboriginal and non-Aboriginal children—our children— how to speak respectfully to and about each other in the future. It begins with teaching them the truth about our history. Knowing what happened will lead to understanding. Understanding leads to respect.*

*Reconciliation is about respect. The relationship must be founded on mutual respect, but we must not lose sight of the threshold importance of ensuring that firstly, Aboriginal children are given an opportunity to develop their self-respect. That must come first.*

Justice Murray Sinclair, "Education: Cause & solution," The Manitoba Teacher, December 2014. Emphasis added.

## Indigenize all programs, courses and practices

Justice Murray Sinclair, chair of the Truth and Reconciliation Commission, stated "Education has gotten us into this mess, and education will get us out." This statement is both a challenge and an opportunity for the Faculty of Education and Brock University.

Within the context of Brock's commitment to re-engagement with the Aboriginal populations of Niagara, Ontario and Canada, it is important for all our undergraduate students to develop a sophisticated and respectful understanding of the history of Aboriginal peoples in Niagara, Ontario and Canada.

In the context of our teacher education programs, our Faculty has worked to ensure that all teacher candidates receive in-course as well as professional development workshops to become familiar with and competent in the inclusion of Aboriginal ways of knowing into their

### Indigenization:

Indigenization recognizes validity of Indigenous worldviews, knowledge and perspectives

Indigenization identifies opportunities for indigeneity to be expressed

Indigenization incorporates Indigenous ways of knowing and doing

<https://www.ictinc.ca/blog/a-brief-definition-of-decolonization-and-indigenization>

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<sup>1</sup> Indigenization is used infrequently within this document. At least one elder on the Aboriginal Education Council has objected to the use of this term. Indigenization, for the purposes of this document, means "Make indigenous; subject to native influence." <https://www.ictinc.ca/blog/a-brief-definition-of-decolonization-and-indigenization>

professional practice. Our initial next step would be to include a required aboriginal studies course in all our undergraduate programs and to review all our courses to assess if and how aboriginal content can be incorporated.

## **Targeted supports for faculty development and student learning**

The Office of the Associate Dean Professional & Undergraduate Student Services has offered professional development programming for teacher education students. The Associate Dean will examine how similar programming can be offered to all undergraduate and graduate students, whether alone or in collaboration with the Tecumseh Centre for Aboriginal Education and Research (Tecumseh Centre), Aboriginal Student Services, BUSU and the Graduate Students Association.

Drawing on expertise in the Tecumseh Centre, the FOE will examine approaches to systematic and regular professional development workshops, lectures and other events to support an enhanced understanding of aboriginal ways of knowing and the respectful and appropriate inclusion of content in our programs and courses.

## **Build stronger relationships with local indigenous communities**

The FOE's aboriginal engagement needs cannot be siloed in the Tecumseh Centre. However, the Tecumseh Centre is an important inflection point that can facilitate a broader, deeper and more positive relationship with the Aboriginal community.

Through the Dean's Office and the Tecumseh Centre, the FOE will deepen our outreach to the Aboriginal communities in Niagara and Southern Ontario and Northern Ontario. The purpose of this outreach initiative is multi-fold:

- Improve our understanding of the aspirations and goals of these communities and how our various undergraduate and graduate programs can support their success.
- Improve our faculty, staff and student understanding of the aboriginal experience in Niagara, Ontario and Canada, with a specific focus on how the aboriginal experience with schooling and education has evolved.
- Develop strategic partnerships to support the education of teachers, school leaders, and school district administrators who will serve aboriginal students and communities, whether these individuals are of aboriginal or settler heritage. These strategic partnerships could support the evolution of the one or more of these seven aboriginal post-secondary institutes in Ontario and the development of B.Ed. and graduate degrees.

## **Hire Indigenous faculty members and recruit more Indigenous students**

It is acknowledged that to be committed to the effective and respectful integration of aboriginal ways of knowing in our curriculum, the FOE needs to actively recruit scholars of aboriginal heritage to teach across all our programs. This requires that the faculty of Education commit at least one in four (1/4) new faculty hires over the next decade to aboriginal scholars. While all will be affiliated with the Tecumseh Centre, they may not necessarily be appointed to the Tecumseh Centre.

## Action Items Associated with “Indigenization”

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6	Develop and implement three (3) partnerships with Aboriginal postsecondary institutes
7	Develop and implement an annual Aboriginal Cultural Orientation for Faculty and Staff
8	Develop and implement a mandatory aboriginal education course for all FOE undergraduate and B.Ed. students
9	Develop a strategy for the attraction and retention of aboriginal scholars in the FOE
10	Assess the linkage of the Tecumseh Centre for Aboriginal Education and Research with the FOE, with the aim to strengthening this linkage and the academic programs currently associated with the Tecumseh Centre

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## Priority 3: Engaging in Research, Scholarship, and Innovation & Knowledge Uptake

### Research capacity building

The Faculty of Education has a solid standing for research and scholarship.

Individual faculty members have outstanding national and international scholarly reputations and attract significant Canadian and international research funds. Compared with Faculties of Education across Canada, the FOE is ranked 20<sup>th</sup> on research reputation and 15<sup>th</sup> on publications.<sup>2</sup> In Ontario, Brock is ranked 6<sup>th</sup> (tied) on research reputation and 5<sup>th</sup> on publications.

Yet, compared with other Brock Faculties, with the exception of Humanities and the Goodman School of Business, the number and value of external grants and contracts is low. Combined, our national research rankings and international comparisons present challenges which the measures spoken of in this strategic plan will allow us to address.

**TO BE INSERTED**

**CHARTS ON RESEARCH FUNDING OVER LAST 10 YEARS**

### Priority Research Areas:

In alignment with the University’s strategic research plan, the FOE of Education will identify three research priorities for investment over the next five years. These research foci represent areas in which the FOE has research strengths and fields in which we believe our Faculty should invest - in faculty hires, in the creation of inter-disciplinary research units, and in financial investments.

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<sup>2</sup> <https://www.macleans.ca/education/best-education-universities-in-canada-2018-ranking/>

Moreover, the Office of the Associate Dean Graduate Support, Research and International will become proactive in the identification of research funding in these areas and the preparation of research proposals by conducting background studies (environmental scans), calling meetings of researchers, developing project schedules, and assessing the outcomes of such proposals.

While the FOE will identify key research priorities, the dean and associate deans will continue to encourage, support and celebrate our faculty members' and graduate students' success and achievements in all fields. Moreover, the FOE will:

- encourage and celebrate **integration of research and scholarship for learning and teaching** as well as discovery and knowledge mobilization
- emphasize that **research and scholarship are essential for our mission - undergraduate and graduate learning and student engagement**
- emphasize the **importance of collaborations** - interdisciplinary, inter-Faculty, inter-institutional and international
- emphasize the **importance of all research and scholarship from all disciplines** and employing a full range of theoretical and methodological approaches

Existing fields and those fields we believe will be important to the future of scholarship in education in the next twenty years include:

- **Learning and teaching across the lifespan**
  - Multiple pedagogies, including on-line, distance, blended and MOOCs
  - Early Childhood Education
  - Learning in K-12 formal systems and home schooling
  - Post-secondary education
  - Adult Education/Andragogy
  - Assessment and evaluation
  - Augmented Intelligence, cognitive computing and the learner and teacher
  - Policy and Leadership
- **Literacy and Multiple Literacies**
  - Children's literature
  - Digital literacies
  - Critical literacy
  - Media literacy
  - Information literacy
  - Mathematical literacy
  - Children, Youth and Adults' use of digital technologies and learning (including maker movement)
  - Kinesthetic learning and teaching
- **Inclusion and diversity and educational success**
  - Social justice (race, ethnicity, social class, gender, indigenous and disability)
  - Special Education
  - Mental health and well-being
  - Aboriginal Education
  - Anti-racist education

## Research-oriented culture

FOE faculty are committed to developing a Faculty culture in which research and scholarship are essential components - including in our classrooms and our community partnerships.

A research-oriented culture is not one that devalues teaching. It is one that ensures teaching in undergraduate, graduate and professional programs is research informed and research integrated.

A research-oriented culture is one where undergraduate students, from Year 1 of the concurrent education, consecutive education, indigenous and adult education programs, and graduate students are provided with opportunities to engage in research with faculty members and their own design as part of courses, internships and practicum, co-curricular and experiential education initiatives, and part-time and inter-session work experiences.

A research-oriented culture is one in which the Faculty invests in the formation of research units that are inter-disciplinary and support faculty members' ideas and initiatives, attract research graduate students and engage undergraduate students. It is also one where post-doctoral fellows and visiting professors contribute to scholarly outputs and policy and community outcomes.

The FOE will review its resources and identify how it may invest in supporting a research culture, encourage faculty collaborations through team formation, encourage faculty members to serve as editors of Brock, national and international peer reviewed journals and scholarly series, and promote and celebrate our successes.

## Research support services

A significant element in building a culture of research, in addition to faculty- and student-engagement, is an active and robust research support service, in the Faculty and in the university (Research Services, Graduate Studies, International Office).

Through the office of the Associate Dean, Graduate Support, Research and International the FOE will re-assess its level of support to faculty members in specific areas:

- Grant and contract identification (including MERX and related tools) tied to faculty members' fields of specialization
- Grant and contract development, supported through faculty members' focus on the content of the project, the clarity of the methodology and work schedule, etc., while the FOE Research Office develops budgets, project management tools, and knowledge mobilization plans
- Grant and contract review
- Scholarly and policy/community impact reports

## Research partnerships

The FOE has a broad range of research partnerships with government ministries and agencies, school districts and with not-for-profit organizations in Canada and abroad. These partnerships are critical for the support of our scholarship and have been built up over time. These partnerships advance our scholarship and the outcomes are often published in national and international ranked peer review journals, in edited collections with high-quality publishers and in journals that are read by those active in education-related professions. In addition, the outcomes of the research have impacts - on classroom practice, on public awareness of the intersections between class, race, health and learning, on public policy and curriculum development through ministries of education, school districts and local governments.

Our faculty members also have strong research and professional partnerships with scholars across Canada and internationally. These partnerships lead to improvements in educational practices and policies in ministries and schools extending from Niagara and Hamilton-Wentworth to developed and developing nations.

In addition, the FOE has limited engagement with business and industry. Working through collaborations such as DSNB i-HUB, FOE researchers and students engage with established and emerging companies as well as to support innovation in learning and company formation.

The FOE does not have significant or formal research collaborations with major Canadian and international companies that are innovators in learning and teaching. To improve opportunities for the attraction, retention and support of graduate students and to provide alt-careers for the graduates of our undergraduate and graduate programs, developing strong partnerships with highly innovative companies is essential. Such partnerships will not only advance our scholarship and the impact of our scholarship, they will attract human and financial resources to enable out-of-the-box thinking.

By 2019, the FOE will expand our research collaborations and opportunities by:

- Reimagining the support functions of the Associate Dean Graduate Support, Research & International to include a major focus on partnerships that are inclusive of school districts, provincial and federal ministries that support education-related research and consultancies (e.g., Ministry of Education, Ministry of Advanced Education & Skills Development, Ministry of Social Services, Ministry of Health), international organizations and agencies (e.g., Global Affairs Canada, MITACS, IDRC, Caribbean Development Bank), governments, university partners, and not-for-profit organizations and philanthropies.
- Identify specific objectives for research grant and contract development and submission.
- Identify specific objectives for improving our Faculty's success rate in national and provincial grant competitions.
- Articulate and develop specific objectives for funding of initiatives such as:
  - Canadian Centre for AI (Augmented Intelligence) in Education
  - Niagara Centre for Multiple Literacies
  - Canada Research Chair
  - Industry-funded research chair

- Develop at least three new industry partnerships annually
- Articulate, develop and implement a quarterly and an annual report on research outputs (publications), research outcomes, and impact<sup>3</sup> or uptake<sup>4</sup> by end users.

## Action Items Associated with “Research, Scholarship and Innovation”

11	Develop and implement a FOE-specific research and scholarship strategy with specific targets for supporting research (grant and contract) funding, graduate student support, research uptake, and reporting thereon
12	Increase research grant applications to Tri-Agency, MITACs, OCE by 100%
13	Increase research grant and contract funding from Tri-Agency, MITACs, MOE, OCE by 100%
14	Identify, develop a case for, and solicit/attract funding to support at least one funded research chair (non-CRC)
15	Identify, develop a case for, and successfully attract a Tier II Canada Research Chair (2020-2025)
16	Doubling of research partnerships with community organizations (Niagara/Hamilton, Ontario, international)
17	Identify, articulate and develop specific objectives for funding of initiatives such as the formation of three to five funded research centres/units
18	Develop and publish (online with video supports) an annual research report
19	Evaluate the FOE approach to research and scholarly support of faculty members, postdoctoral fellows and research focused graduate students

<sup>3</sup> a **research impact** as a recorded or otherwise auditable occasion of influence from academic research on another actor or organization; an **academic impact** when the influence is upon another researcher, university organization or academic author. <http://blogs.lse.ac.uk/impactofsocialsciences/introduction/>

<sup>4</sup> Research uptake includes all the activities that facilitate and contribute to the use of research evidence by policy-makers, practitioners and other development actors. <https://www.nwo.nl/en/about-nwo/organisation/nwo-domains/wotro/Impact+toolkit/Impact+toolkit+--+Research+Uptake>

## Priority 4: Supporting Outreach, Engagement and Partnership

### Partnerships with Stakeholders

The FOE has a broad range of outreach and community-level partnerships. These partnerships and connections are local, national and international. Each creates an opportunity for research, service learning and experiential education. Each creates an opportunity for “impact” through knowledge mobilization, whether the develop of new curriculum or community programs, policy and funding proposals to governments or other agencies, practice improvement, or improving the quality of life of individuals across the lifespan or communities.

Our partnerships with individual schools and school boards include the placement of teacher candidates during practicum and the engagement of our students (concurrent, consecutive and graduate) in individual schools for tutoring, classroom volunteers, entrepreneurship, and related activities.

The FOE will focus its community engagement and partnerships in three key geographical areas: Niagara, Hamilton/Halton and GTA regions. Other opportunities, such as international placements, will be supported, documented and celebrated when they arise.

The FOE will assess how our faculty members and graduate students can become more engaged with local organizations such as the Niagara Observatory as well as similar organizations in the Hamilton/Halton Region.

### Funding opportunities for and through community partners

Supporting faculty members’ partnership initiatives with public, industry/business, and not-for-profit/non-governmental and governmental organizations and agencies requires specialized skills. The identification of funding opportunities is not dissimilar to seeking research funds, indeed there is often an overlap. The Research Office, working with Advancement and the Office of Research Services, will monitor opportunities through philanthropies, government programs, and granting agencies and work with the faculty member(s) and their partners to assess opportunities, build proposals, and assess lessons learned (successful and unsuccessful proposals).

### Reciprocal partnerships for professional development

The Faculty of Education understands that partnerships are reciprocal relationships which evolve over time.

The FOE continues to seek partnerships that benefit our students and our faculty members and, as important, our partners. These benefits may include the creation of curriculum that can be deliver inhouse in not-for-profit organizations, advice to schools and school districts on how to address issues of inclusion and diversity in classrooms, or the exchange of students between the FOE and universities and colleges internationally.

The FOE will be identifying criteria for assessing partnerships with universities and colleges internationally and with community partners.

## Action Items associated with “Outreach and Community Partnerships”

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| 20 | Form a Dean’s Advisory Council comprised of members external to the FOE and drawn from industry, school districts and not-for-profit organizations   |
| 21 | Develop and implement an Alumni Strategy to create and maintain strong ties with graduates, the aim of which is to build connections amongst graduates and strengthen of fundraising capacity  |
| 22 | Host semi-annual BIG Thinking/Courageous Conversations Symposia at Brock University (St Catharines and Hamilton) or in collaboration with partner organizations (school boards, not-for-profit organizations, provincial and national NGOs)    |
| 23 | Identify selected international universities and/or organizations with which to develop MOUs to facilitate student mobility, faculty exchanges, off-shore teaching and/or professional development opportunities, and research collaborations  |
| 24 | Examine the feasibility of a non-academic Life Long Learning Academy to offer professional development, continuing education and life-long learning courses, workshops, and customized programs for teachers, administrators and organizations |
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## Priority 5: Renewing and Sustaining the Faculty

The issue of sustainability of the Faculty of Education has been ongoing for many years. The provincial modification to the initial teacher education program (ITEP) and the adjustment (reduction) of funding for ITEP has had a major impact on the FOE, particularly in our fiscal and academic relationship to the rest of the university.

Sustainability is more than financial. Sustainability includes ensuring high-quality experiences for our students, creating innovative approaches to learning and teaching, strengthening and extending research linkages between our faculty members and partners in the community and across the province, attracting high achieving academic students while maintaining and enabling accessibility for diverse communities, and identifying ways in which all of our programs are viable.

### Build partnerships

One approach to sustainability is diversifying our revenue streams, especially on the research, international and experiential education portfolios. The FOE will seek ways in which we can grow significantly our research funds through these partnerships, including funding for research chairs (research, salaries) and research units and centres.

### New faculty lines

Investments in new faculty members will allow the FOE to not only maintain our quality programs but to refresh and renew our programs. New faculty lines must be transdisciplinary and serve the needs of more than one program yet must contribute to the teaching needs of the core program into which they were hired.

### Broaden our focus?

Sustainability requires that we focus our programs and broaden the attraction of our programs. It is unlikely that the FOE will be able to grow the number of degree programs that we offer.

The FOE will undertake a review of programs and, with an eye to the future in 10 to 20 years, consider how the professions for which we educate our students will change and what knowledges and competencies these graduates will require. One example is the integration of augmented intelligence (aka Artificial Intelligence or AI) to support how students learn, teachers teach, and school district administrators manage the vast quantities of personal data generated by individual students to improve the quality of learning in classrooms.

The FOE will assess the creation of a Bachelor of Arts in Educational Studies and how such a program could attract students directly into Education and allow the university to achieve its 2022 target. Considering a BA Educational Studies will allow us to assess whether we want one BA with multiple streams (e.g., Adult Education, ECE, Educational Studies, Indigenous Studies) rather than multiple degree programs.

At the graduate level, the FOE will assess the viability of existing streams and fields of specialization as well as the viability of creating an Ed.D. (delivery model similar to our existing Joint Ph.D. program).

The FOE will expand our continuing education programming. The FOE currently offers Additional Qualifications (AQ), Principals Qualifications Program, and off-campus international (incoming and outward bound) for credit and not-for-credit. In the next twelve months (by June 2019), the FOE will revisit these programs and whether they can form the core of an enhanced FOE Continuing Education Academy that is nimble, responsive to community needs, and revenue positive.

Across all programs, the FOE will review durations, modes of delivery, and the balance between growth and quality of programs as well as the capacity of the FOE to deliver existing and new programs.

## Action Items associated with “Renewal and Sustainability”

25	Develop and implement an annual Aboriginal Cultural Orientation for faculty and staff
26	Conduct a review of current degree programs with a focus on student attraction and retention, course bank/offers, and ensure appropriate balance between faculty resources and breadth/depth of programs (undergraduate, B.Ed. and graduate)
27	Examine the feasibility (market) for a B.A. in Educational Studies (4 year degree) to attract direct entry and capstone (non-B.Ed.) students. Capstone students would be college graduates or non-specified BA students who may wish to have an education focused degree.
28	Assess the feasibility (focus, faculty resources, market) for a Professional Doctorate (ED.D) - increased reputation within K-12, PSE and non-formal education sector
29	Finalize the Faculty’s and University’s commitment to a Hamilton campus and improve the student experience at the Hamilton Campus
30	Assess the feasibility of locating all non-St Catharines programs (possible exceptions might be cohort-based initiatives that employed blended approaches) on a renewed Hamilton Campus
31	Examine the feasibility of a non-academic Life Long Learning Academy to offer professional development, continuing education and life-long learning courses, workshops, and customized programs for teachers, administrators and organizations
32	Conduct a study of the economics of FOE programs, the purpose of which is to provide an evidence-based definition of a sustainable - not necessarily a “break even” - FOE for presentation to Senior Administration, Board of Trustees and students and faculty
33	Assess whether the FOE should be renamed as “Faculty of Education and Life Long Learning” and actively develop non-formal educational programs to expand our student base, income and faculty complement
34	Assess the linkage of the Tecumseh Centre for Aboriginal Education and Research with the FOE, with the aim to strengthening this linkage and the academic programs currently associated with the Tecumseh Centre

## Consultation Process

The Dean introduced the strategic planning process in the autumn of 2017, highlighting the initiative of the President at the Board and Senate levels and the response of the academic deans through the Council of Academic Deans. At Faculty Board in December 2017, the Dean presented a proposal for a strategic planning process. This process was approved and delegated to the Planning and Priorities Committee (PPC). The PPC developed and administered a survey to all members of the Faculty (faculty members and staff) and, following the analysis of the survey data, reported back to the Faculty Board in May 2018. The Provost and the Vice-President Research also presented to the Faculty Board their initiatives to develop a university-level strategic plan.

Drawing on the discussions of the PPC, the Dean crafted the first draft of this report and then, through the PPC, sought the advice of the Faculty.

The final draft report was presented to the Faculty Board in a townhall format ....

## Operationalizing the Strategic Plan

Once approved by the Faculty Board, the Office of the Dean, through the Faculty of Education Leadership Committee, will be responsible for achieving the overall goals and objectives of this plan.

It is, however, at the program level and/or Associate Dean's level that most actions will be implemented. Appendix 1 highlights each of the action items, the responsible person, and the anticipated date of implementation.

The Dean will report annually to the Faculty Board on implementation and the outcomes and impacts of Strategic Plan. At the 3 year or mid-term point, the Faculty Board, through the Planning and Priorities Committee, or their successors, will assess our progress and recommend any modifications to or alterations of the plan and the implementation.

## Appendix 1: Summary of Action Items and Metrics

Priority	Action/Metric	Outcome/Impact	Responsible Person(s)	Date
Putting Students First	Study how our students learn and how educational technologies influence, shape, enhance or detract from the learning processes	Increased reputation and increased student engagement through the implementation of study findings; increased research and education partnerships with industry and school boards	Associate Dean Professional & Undergraduate Student Services	Oct. 2019 →
Putting Students First	50% increase in online and blended courses	Increased accessibility for students at-a-distance (including international); increased reputation		Sept. 2021
Putting Students First/Indigenization	Three partnerships with Aboriginal postsecondary institutes	Increased aboriginal student numbers in FOE programs, increased number of qualified teachers in remote communities, increased professional education for institute faculty (Masters and doctorate), transfer of Aboriginal B.Ed. to aboriginal institutes	Dean, Director of Tecumseh Centre	2019 to 2025
Putting Students First/Inclusion & Diversity	100% increase in 105 and international students across all undergraduate and graduate programs	Increased accessibility, greater diversity (age, ethnocultural, etc.) amongst FOE students, reshaping of pedagogical approaches, including technology-infused approaches	Associate Dean, Graduate Support, Research & International; Chair of Educational Studies, program chairs	2020-2025

Putting Students First	Three (3) degree “ladders” from certificate to diploma to degree (undergraduate and graduate)	Increase student retention and success; create learning pathways for adult students	Chair of Educational Studies; program chairs	2019/20 2021/22 2022/23
Putting Students First	Annual Faculty-wide student survey	Increased student engagement and satisfaction through responsive feedback loops	Associate Dean Professional & Undergraduate Student Services; Chair of Educational Studies, program chairs	April 2019 →
Putting Students First/Indigenization	Mandatory aboriginal education course for all FOE undergraduate and B.Ed. students	Increase student awareness of Canada’s history with aboriginal peoples and approaches to reconciliation	Chair of Educational Studies, program chairs, Director of Tecumseh Centre	Sept. 2020
Putting Students First	Mandatory mental health workshop for all students	Increase student awareness of mental health and its impact on their wellbeing and, for B.Ed. students, on the wellbeing of students in the K-12 sector	Associate Dean Professional & Undergraduate Student Services, Chair of Educational Studies, program chairs	Sept. 2020
Putting Students First/Inclusion & Diversity	Fully integrated international programs	Desegregation of international students and integration of international students with domestic students	Chair of Educational Studies, program chairs for MPCE and MEd	2020
Putting Students First/Inclusion & Diversity	Three International mobility programs	300% increase in student (#s, undergraduate, BEd and graduate) opportunities for study abroad and/or international experience at home. Increased awareness of international affairs and MDGs. Improved skills for employment.	Associate Dean, Graduate Support, Research & International, Associate Dean Professional & Undergraduate Student Services, Chair of Educational Studies, program chairs	2021-2023

Putting Students First	Systematic experiential education opportunities for all undergraduate, B.Ed. and graduate students	Expand students' experiential education portfolio to increase their career opportunities (alt-ed careers) and suite of 21 <sup>st</sup> century competencies and skills.  Expand entrepreneurship education/experiences for FOE students	Associate Dean Professional & Undergraduate Student Services	September 2018
Outreach & Community Partnerships	Dean's Advisory Council	Increased awareness of FOE programs and research in the community and amongst key industry and NFP organizations	Dean	October 2018 →
Outreach & Community Partnerships	Alumni Strategy	Increased attachment to the FOE by graduates, increased funding for scholarships, bursaries, research and facilities	Dean	October 2018 - October 2025
Outreach & Community Partnerships	Semi-annual BIG Thinking/Courageous Conversations Symposia	Increased awareness of FOE within Brock and Niagara and Hamilton regions	Dean	September 2018 and every 6 months
Outreach & Community Partnerships	Establishment of five international MOUs	Increased awareness of FOE internationally; uptake of research outputs by end users; increased national and international reputation; increased opportunities for student mobility and faculty exchange	Dean/ Associate Dean, Graduate Support, Research & International /Chair of Educational Studies	2019-2022
Research, Scholarship & Innovation	Research & Scholarship Strategy for FOE	Increased university and public awareness	Associate Dean, Graduate Support, Research & International	March 2019 & quarterly thereafter

Research, Scholarship & Innovation	Increase research grant applications to Tri-Agency, MITACs, OCE by 100%	Increased support for research graduate students, higher community profile through partnership awards, increased connection with key school boards leading to collaborative projects	Associate Dean, Graduate Support, Research & International	2020
Research, Scholarship & Innovation	Increase research grant and contract funding from Tri-Agency, MITACs, MOE, OCE by 100%	Increased support for research graduate students, higher community profile through partnership awards, increased connection with key school boards leading to collaborative projects	Associate Dean, Graduate Support, Research & International	2022
Research, Scholarship & Innovation	One funded research chair (non-CRC)	Faculty retention and/or attraction; increased external research funding and partnerships	Dean/Associate Dean, Graduate Support, Research & International	2020
Research, Scholarship & Innovation	Annual research report (online with video supports)	Increased awareness of FOE within Brock and Niagara and Hamilton regions	Associate Dean, Graduate Support, Research & International	2019
Research, Scholarship & Innovation	Doubling of research partnerships with community organizations (Niagara/Hamilton, Ontario, international)	Increased awareness of FOE within Niagara and Hamilton regions; uptake of research outputs by end users	Associate Dean, Graduate Support, Research & International	2020
Research, Scholarship & Innovation	Formation of three to four funded research centres/units	Increased awareness of FOE within Niagara and Hamilton regions; uptake of research outputs by end users; increased national and international reputation	Associate Dean, Graduate Support, Research & International	2021

Renewal and Sustainability/Inclusion & Diversity/Indigenization	Annual Aboriginal Cultural Orientation for Faculty and Staff	Increase student awareness of Canada's history with aboriginal peoples and approaches to reconciliation and the FOE response to reconciliation	Dean, Director of Tecumseh Centre	2019
Renewal and Sustainability	Review of degree programs	Ensure appropriate balance between faculty resources and breadth/depth of programs (undergraduate and graduate)	Chair of Educational Studies	2019
Renewal and Sustainability	B.A. Educational Studies (4 year degree)	Attraction of direct entry and capstone students (non-B.Ed.); contribution to sustainability	Chair of Educational Studies	2019 for intake 2020
Renewal and Sustainability	Ed.D.	Professional doctorate - increased reputation within K-12, PSE and non-formal education sector	Chair of Educational Studies, Ph.D. program chair, Dean	2019 for intake 2020/21
Renewal and Sustainability	Hamilton campus re-development	Improved student experience; co-location of all non-St Catharines' programs on a renewed Hamilton campus; increased presence and reputation in Hamilton/Wentworth	Dean, Chair of Educational Studies	2019-2023

Renewal and Sustainability	Lifelong Learning Academy	Expanded opportunities for professional educators (e.g., PD for Math Teachers; Differentiate Instruction for Diverse Learners; Developing problem solvers for the 21 <sup>st</sup> century)  Improved financial sustainability; increased reputation for professional and lifelong learning in Niagara, Hamilton and Internationally	CTE program chair, Chair of Educational Studies, Dean	2019-2020
Renewal and Sustainability	Study of economics of FOE programs	Evidence-based definition of a sustainable FOE for presentation to Senior Administration, Board of Trustees and students and faculty	Chair of Educational Studies, Dean	April 2019